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ABSTRACT

General institute proceedings on vocational education for emotionally disturbed youth refer generally to the continuum of educational programing, its flexibility, variety of educational options, multiple number of educational settings, and large size of student population. Introductory comments in the general session are followed by three sessions on occupational program design for the emotionally disturbed, employment potential for the emotionally disturbed youth in the world-of-work, and guided tour of basic modified secondary occupational programs, ages 15 years and up at the career development center, respectively. The proceedings are conducted in a most informal manner with many references to specific students and their problems and/or accomplishments. Occupational awareness laboratories are explained to provide experiences for students 5 to 10 years of age; the experiences are thought to represent the real work world in terms of activity, understanding, and appreciation. Preoccupational exploration experiences are then described to be shops designed to provide general occupational experience in broad based areas for the intermediate or middle school population. Secondary vocational educational is discussed, with the further options of specialized education, split programing, or work experience. (CB)

ED 060424

Strengthening Occupational Education Experiences

For Emotionally Handicapped Youth

Proceedings of the Institute

EC 042 702

The University of the State of New York • The State Education Department • Division for Handicapped Children • Section for Emotionally Handicapped Children • Division of Occupational Education Supervision

THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN

Section for Emotionally Handicapped Children

and the

DIVISION OF OCCUPATIONAL EDUCATION SUPERVISION

in cooperation with the

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)
Nassau County, N.Y.

Present Highlights
of
A SPECIAL STUDY INSTITUTE

STRENGTHENING OCCUPATIONAL EDUCATION EXPERIENCES FOR EMOTIONALLY HANDICAPPED YOUTH

OCTOBER 5, 6, 7, 1971

BOCES Administrative Office
125 Jericho Turnpike
Jericho, New York

Special Study Institute
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- Theodore Kurtz
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- Henry Colella
- Frank Wolff

Keynote Address - Assemblyman Martin Ginsberg

Presentation - Scholarship Fund
Robert Schlanger, President
Rodale Electronics, Inc.

Richard Ornauer, President
Nassau County BOCES

Closing - Clarence R. Becker

WEDNESDAY, October 6, 1971

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- Alexander Modderno - Occupational Awareness for Youth 5-10 years

PROGRAM

WEDNESDAY, October 6, 1971

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- Simon Laskowitz - Work-Experience Design and Opportunity for Emotionally Disturbed Youth

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Moderator - Henry Picarelli

Panel Members - Benjamin Werfel
Beseme Projects

- Edward Zembruski
Rodale Electronics, Inc.

- William Kroemer
William Kroemer & Sons

- Victor Kuras
Sterling Instrument, Inc.

- Celia Weinschenk
New York State Employment Service

PROGRAM

WEDNESDAY, October 6, 1971

Panel Members - William Speer
Abraham & Straus, Inc.

THURSDAY, October 7, 1971

Session III - GUIDED TOUR OF BASIC MODIFIED SECONDARY OCCUPATIONAL PROGRAMS - AGES 15 & UP
CAREER DEVELOPMENT CENTER

Moderator - Irving Goldberg, Principal

- Power Engine & Automotive Cluster
- Building Trades & Mechanic Cluster
- Food Preparation & Service Cluster
- Packaging, Machining & Electronic Cluster
- Office, Health & Related Sales Cluster
- Floral Design & Related Horticulture Cluster
- Life Adjustment & Basic Living Cluster

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Lila Blum

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Raymond Shields

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Pleasantville, N.Y.
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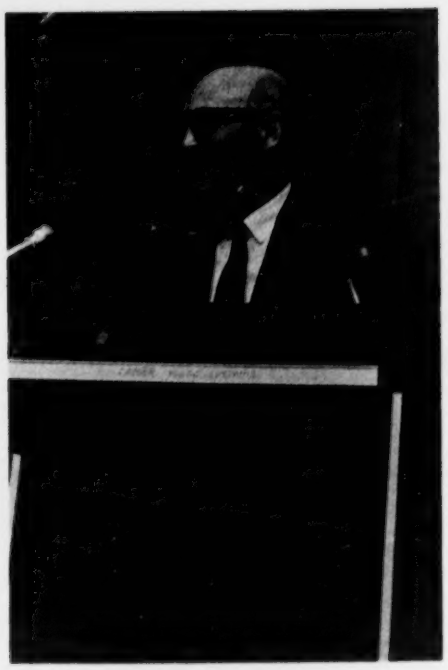
Richard Stroh

Yonkers Public Schools
Bronx, New York
J. Trescari

Yonkers Public Schools
Yonkers, New York
Thomas Timmons

Additional participants attended who were not formally registered.



Tuesday - General Session

Welcome - Clarence Becker

I do hope, to this point, you have enjoyed dinner. I take privilege in declaring this Special Study Institute officially open under the co-sponsorship of the State Education Department of New York State and The Board of Cooperative Educational Services of Nassau County.

I would like to introduce myself. My name is Clarence Becker. I haven't had the opportunity to meet all of you; however, we will, because I am the guy who is responsible for the transportation, the reservations, broken airline schedules and things of that nature. Most people around here call me "Beck", and I hope as we go through the conference your stay will be pleasurable enough so that you will not decide to call me other things. Seriously, we are glad to have you with us tonight and I would like to introduce to you a gentleman who can state our pleasure much better than I.

Acting on behalf of our Superintendent, Dr. Callahan, I would like to introduce, with pleasure, Mr. William Hendricks, Assistant Superintendent.

Greetings - William Hendricks

Thank you, Beck. Assemblyman Ginsberg, Mr. Lattimer

Mr. Kurtz, Mr. Traver and other members of the State Education Department, members of the BOCES Board of Education, other member district Board of Education representatives, members of this BOCES and other BOCES staff, representatives of the concerned groups of children and honored guests, and those I left out: I really appreciate the turn-out this evening at the start of this very, very highly needed workshop.

I cannot promise, because there is so little precedent, that the outcomes of this conference on a trend line will be the right ones. The kinds of things we are doing now are mere dreams on the threshold of reality. This is a people business - not a product business. People make it go, make it stop; they make it good, and they make it bad. That's what it is all about.

The main thing is that within our own BOCES, we have divisions of Occupational Education, Special Education, the County government and its many agencies, the State Education Department and the associations. Altogether I have heard untold times that Nassau County is a massive place of untold spectacular resources, totally uncoordinated. Well, these are the kinds of things that are going to make that statement false and whispered, rather than

shouted in years ahead. Cooperation is a very difficult thing. It doesn't mean one agency running the things with the rest only names on the letterhead. It means sharing in decision making, sharing in the responsibility of success and failure; it means that all the people involved really have to want to work together.

We started Nassau BOCES, as have the other BOCES throughout the State, by building on cooperation. Getting 56 districts to cooperate was quite a job, but it was a small beginning. Getting government, parent groups and citizen groups together, involved with staff and with children on a basis where no one is the master, but all seeking a goal equally is a big endeavor. It is a task I enjoy and I look forward to pursuing for many years.

I know in the workshop ahead, and I will be joining you in that workshop, we have high hopes for the specific task of this workshop ... the bringing together of all the resources for children with artificial labels who are to be citizens of this great country. They are now - - they should be - - and must have every opportunity to fulfill the role they are capable of playing in our society.

I know the members of our Board of Education have stood

fast in the past three years of rapid growth, knowing where we want to go and I pledge to you, Nassau BOCES will support any program that will benefit any child by equalizing his educational opportunity through providing experiences heretofore never brought to him in past years. I thank you for turning out and again I hope to see you and get to know you a little better in the next few days.

It's been a good meal. Bill Callahan is sorry he is away in Albany with Commissioner Nyquist at a very important workshop on regionalism, which will have a great impact on the future education in the State of New York. When considering the forthcoming Fleischmann Committee Report and all other activity, I think we will see this kind of regional program that you are starting here this evening - - not only a dream - - not only reality but actually a fine machine.

Greetings - Theodore Kurtz

On behalf of the Division for Handicapped Children, Charlie Matkowski and I welcome you. We are really pleased to see this broad geographical representation at this conference. We are happy that we have such an excellent blend of participants

from city schools, from BOCES, from agencies, private schools, state institutions, as well as industry and government. The degree to which this conference will be meaningful will depend on, in part, what each of you has brought with you. What we have - - we, meaning Beck as well, is a planned vehicle for learning by sharing. Just to digress a minute, it was about four or five months ago when Beck, Charlie, Frank, Hank and I were having lunch in Albany. This Institute was sort of born over a couple of cups of coffee; it is like the fulfillment of some sort of a fantasy. Anyway, here we are!

We are fully aware that many of you are, indeed, currently doing many exciting things for handicapped children; and we hope that we have built enough flexibility into this conference so that you have a chance to share, not only your problems, but some of the things you have been doing which are successful.

As you are aware, in May, the Board of Regents issued a position paper on occupational education. The Regent's statement, expressed their intent to insure that "young people who want and will benefit most from occupational preparation receive as much attention from the State as students in an academic

curriculum". One of the purposes of this institute is to stimulate a climate for changing in the prevailing attitude which seems to be that vocational education is designed for somebody elses children. The notion that an educational program must lead to four years in college is a disservice to the dignity of many of our basic vocations.

Each of us in our own area of work must constantly apply our efforts to create better partnerships with schools and industry, between general education and vocational education, between employment services and training programs and between the various public school officials and public officials who bear the heavy responsibility for promoting and underwriting these important programs. In the hands of the people present, rests the potential for initiating bold new programs for emotionally handicapped children by combining the best elements of vocational training and general education. You are the people who must hold out hope to these students where very little presently exists. Presently, too many programs for the handicapped child become dead-end before adolescence. We must provide those opportunities for self-improvement, which through a continuum of propram , elementary through secondary school, will result in the development of finan-

cially independent citizens who will ultimately create better communities for us all.

The goal of this meeting is simply to bring us one step closer to this realization. So, best wishes for a successful and fruitful conference.

Clarence Becker

Ted had already indicated that he was here with someone else from his Division, and he pointed to a fellow in a red jacket - - a fellow by the name of Charles Matkowski, who is his supervisor. Ted also indicated that we had a cup of coffee a few months back, and all I can say about that is, that was one big cup of coffee before we were through! I would like to take just a moment, Charles, because you are a key in this conference and have you stand and be recognized Mr. Charles Matkowski. I said a key because Charles has a very, very big billfold and without it we would all wash dishes before we left.

We did anticipate that Mr. Lee Traver from the Division of Occupational Education would be with us tonight - - a fellow who also sat on the planning team over that magnifique cup of coffee. I was advised earlier today that he could not attend because of illness

in the family. But we are very fortunate to have his supervisor with us, the Director of the Division of Occupational Education Supervision, State Education Department, Mr. Everett Lattimer. Ev, will you say a few words, please.

Greetings - Everett Lattimer

Assemblyman Ginsberg, and other friends of education of the handicapped, it is indeed a pleasure for me to be here, and I can be but thankful that Charles Matkowski and Ted Kurtz initiated this conference on occupational education for the handicapped.

I would like to now talk more directly to the Occupational Educators here, but what I say to you may apply to others as well. Among the many hopes I have for participants in this conference, one comes to mind as being most important. It's my desire that you go home with some still better attitudes toward developing programs of occupational education for the handicapped. In that light, I think you have made a start in proper attitudes or you wouldn't be here.

There are many others across the state who need to have the message spread to them. Those in occupational education will remember it was not very many years ago that we really had to do a

selling job to convince people that there was great need to begin to meet the needs of those people academically or otherwise disadvantaged. It was quite awhile later when we really began to start specializing in the direction of serving the handicapped populations. We have made some rapid progress in the past few years. You will be learning about that from the reports that will be given in this conference. I hope you will be here as learners and leave with even stronger conviction and dedication to provide occupational programs for health handicapped.

Most of what I know I have picked up from other people, and I would like to use just one word to encourage you to add to that learned from other people- - "ratiocination". Now you know that is the reasoning process that we do all by ourselves. So let's be learners! Let's see what some of these other people are doing and use our reasoning power to develop better programs.

I have over in my room a list of programs we funded this year. Believe me it is quite a comprehensive list of different types of programs. I won't characterize them in the sense that they are unique. They are just programs ... programs designed for people to take them from where they are with their handicap to help them

become self-sustaining persons in our society. Programs to take them from where they are to where they can go in terms of earning a living and being happy in it. This is the challenge I am presenting to you as you participate in this institute. A challenge that will not be fulfilled until such time as the word handicapped is removed from the dictionary because it constitutes no reference to members of our society.

Greetings - Henry Colella

Ladies and Gentlemen: I wish I could stand here tonight amidst this fine enthusiasm and say to you that we are, as a nation, providing exemplary secondary programming for the handicapped. I can't. Many programs that have been started are insufficiently developed, and as a result, relatively few handicapped are participating in adequate programs of occupational education in spite of the generally accepted notion and philosophy that developing vocational efficiency is a major educational goal. Much has been written over an extended period of time about occupational educational activity for the handicapped ... more specifically, the retarded. These publications have dealt with a number of areas and they include - philosophical assertions, pedagogical procedures, program des-

criptions and some, very few, research studies. Yet in review of the literature, we can only generalize over their significance. What have we learned from the past? Perhaps we have learned that there is a positive economic and social value accruing to those that participate in occupational education. Perhaps we can also say the society, as a whole, benefits or one could say that existing occupational education programs operate at varied stages of development nationally; or perhaps, one can say that there is no uniform philosophy common to all programs.

Occupational education utilizes the services of community service agencies; yet finally, probably more importantly, we can most likely agree that there is great potential that exists for introducing into and expanding our present training facilities to include occupational training for the handicapped. With this great potential exists a challenge - a challenge to each of you this evening to cooperatively utilize the resources available in special education and occupational education, both in human talent and machinery, in developing viable, relevant educational opportunity for each adolescent regardless of his limitations. Only through this cross fertilization of ideas, coupled with responsible mutual implementa-

tion will we be able to assist young people in entering society with salable skills. The ultimate criterion in how successful we are in educating the handicapped is how many of our kids enter the world-of-work as contributing adults. My best wishes to each of you during the next three days.

Greetings - Frank Wolff

I am sure that by now the delegates are very much appreciating the fact that I am the last of the greeters. Since everything is arranged alphabetically you and I know with a name like Wolff I am used to being last. I think I appropriately ought to congratulate everyone in the room - - and I mean everybody ... those who are residents of the Island, and those who somehow or other found their way out here from airports or through the vast, or should I say half vast, highway network that we have. As a matter of fact, for those who are strangers to the area, we usually have a special award - - well, we used to call it a merit badge, but in recent years we have come to call it a combat ribbon. Seriously for a moment, we are really delighted to have delegates to this conference from all over the State.

It perhaps was fitting that the Education Department asked Nassau BOCES to host this first institute concerning itself with

providing occupational programming for the emotionally disturbed. Perhaps more so than most other jurisdictions within the State, there has been a great deal of concern for a long time in Nassau and a great awareness on the part of a number of concerned citizens in terms of providing programming for the handicapped. You are going to meet within the course of the next two days many of our distinguished citizens who represent such groups as the Association for Help for Retarded Children and the Association for Children with Learning Disabilities, and perhaps, representatives from that wonderful organization over in Albertson - headed by Hank Viscardi, who is nationally known for providing programming for the orthopedically handicapped.

Because of Abilities, Inc. and its Human Resources School, and as a result of the work of these organizations, Nassau County has tended to be a center for providing services for the handicapped, and whether or not this BOCES was inclined to provide occupational education for various groups of handicapped, we would sooner or later have done so as a result of urging and stimulation from these distinguished citizens who really have been leaders in this area for a long time.

I would like to echo, in a way, the words of my friend, Everett Lattimer, and the occupational educators among us, indicating that while there has been some resistance in the past about providing occupational services for the handicapped, I think that we have in Nas sau County found out that it is not only totally feasible, but it is also a totally right thing to do; and we here have, together with our "sister" Division of Special Education, thus far, been able to work out the ways and means to modify occupational programming with at least a great deal of promise for success for children with various kinds of handicaps.

You know those of you who represent BOCES as we do, have as our middle name - cooperative - and I think perhaps here in Nassau County the two major divisions of a rather large BOCES - that is Occupational Education and Speci al Education Divisions, are at least walking together down the same road, if not yet according to the same beat in providing broad services in occupational education for all of our citizens.

We have he re in this county, in a very short period of time, developed programs which are now servin g some 4500 children in our regular occupational education centers; more than 2000 adults bot h in daytime and evening time programs.

Through occupational awareness programs, through prevocational programs and through modified secondary-level occupational programs, the two divisions in this BOCES this year will be providing occupational services to approximately 2000 children with various kinds of handicaps. I think this is an example of how we try to implement our middle name. I welcome you on behalf of all the people in occupational education here in Nassau County.

Clarence Becker

A little while ago you saw joining us at this table our keynote speaker, Assemblyman Martin Ginsberg. His entrance wasn't late, but, in fact, he was well ahead of time. A matter of hours ago he was in Albany and upon his immediate arrival by plane came directly to this Institute to speak to you this evening. It goes without saying that we are indeed privileged to have him with us. Assemblyman Ginsberg is a member of and has been honored by more organizations than time permits me to elaborate. A few examples, however, are such organizations as the Nassau County Academy of Physical Therapy, The Heart Fund, The Foundation for the Handicapped, The March of Dimes, and the list

goes on and so goes his work ... on and on ... on behalf of all those people in this State and especially those who have handicaps. It is indeed a privilege to introduce to you the Honorable Martin Ginsberg, New York State Assemblyman, Eighth Assembly District, Nassau County, New York.

Keynote Speaker - Assemblyman Martin Ginsberg

Thank you, Beck. I appreciate your very kind and gracious words. Henry, nice seeing you...Ted Kurtz...Dick Ornauer... Beck...Bill Hendricks...Everett Lattimer...Frank Wolff. Following Frank Wolff is a little difficult. How can I top a phrase like "half vast". But I'll try. I did come back from Albany just moments ago. Last night I was with some people from the State Education Department and Ted - - I have never known anyone from that Department to have a couple of coffees. But, however that came about, I am pleased that the conference is here today.

And as I look out into the audience I see so many people whom I have known and worked with over the years...such as the young lady you saw me talking to before, Helen Kaplan. Helen's from the "AHRC" in Nassau County and has done a phenomenal job. During the years I have been in the legislature Helen has been like

an extra pair of hands to me...and Dick Ornauer, even before he moved into the County, while he was with the news media he used to continually prompt me. And a Sweeter guy you couldn't find, or a more dedicated individual.

And Bill Spinelli...some of you may not know it, but Bill is the head of the Office of Vocational Rehabilitation in Nassau County; I have leaned on him very, very heavily so many times when I have had difficulty in helping my constituents. In him I have found a very responsive ear, a very responding heart, and a very helpful individual. Bill, if I haven't already said it to you over and over... and over...I appreciate your efforts. Just keep it up. You have aided me and my constituents by dealing with problems of vital importance.

In addition to that, I want you to know that I feel extremely privileged, and truly very deeply touched and honored to be presented the opportunity of coming here and speaking to you. I appreciate the opportunity to speak to this group of educators and concerned individuals who are from all over the state. I am sure that if I told my mother sometime later this evening, that I had spoken before this group, she would say, "Marty, I would never have believed that this could happen to you!" Certainly not years

ago when I was growing up. But you know I was even more impressed by the words of those who preceded me. Because all of you people have united to try to implement the many programs that have given handicapped and disabled people an opportunity to make their own way in life.

And speaking here tonight, I must say with all sincerity, it's the concern of people like yourselves that has truly made it possible for a person like myself to come up in this world and be able to be here tonight addressing you.

And I do mean that sincerely. I'm not trying to hold myself up as a guiding light or an example. What I say is a fact... and that, my friends, is what it is really all about. I am not an educator. I am not an expert in the field...that falls into your hands.

But what do I really mean? In 1971 with all of the advances in research and medicine we were able to accomplish many things in the field of technology...feats and ventures we never dreamed of before. Despite this, during the last half century, the population percentage of the disabled and handicapped, congenitally disabled individuals, whether physical or mental, has remained

pretty much the same. Figure that out! I don't know what the scheme is or how it comes about. But I do know that in New York State, in fact in our country, ten percent of the population is disabled and handicapped.

You know somebody once said to me, "Marty, what do you consider to be your basic responsibility in the legislature, and since you have become the chairman of the Committee on Health, what do you feel your role should be and how do you view it?"

I can't really put it in capsule form, but what does come to mind comes in the form of an example...

If you walk down the street and you see nine people beating up one person...yes, the nine people consitute a majority...well, what are you supposed to do? Join with the nine people kicking the other individual? Where should your concern lie? I say help that minority and give him an equalizing factor. Some kind of force so that he can stand...yes, stand and defend himself...and that's the way I view it. It may be for personal reasons but that's the way I view it.

I'm not going to get involved in some psychological analysis on that. But most of you do it because you know it must be done.

Most of you are concerned, because you are preeminently interested in people. The self confidence and faith of many young boys and girls taught by you today...and who will be taught by you tomorrow...is instilled by dedicated people such as yourselves.

In days of old the stigma of a handicapped child, whether it be a mental or physical handicap, forced parents to shelter these children...forced them to keep the world from seeing them.

Let's not concern ourselves with education. Let's just concern ourselves with custodial care. By golly, that day had best be past once and for all, for the light must shine through...the light will shine through. Windows must be opened...the air must be freshened...the attitudes of people must change so that when we speak about the plight of the disadvantaged, we speak with an enlightened understanding.

You and I know that when you help prepare the handicapped child for a life in the outside world...and I mean outside in the civilized society where the majority are not disabled...you help the handicapped child to help himself. Because of the preparation you give them, others will view them not really as disabled, your efforts will have taken the "dis" away. Others will consider them "able", for they too were meant to be an integral part of society.

You, as educators have the tools. You have the concern. And you have the dedication. Someone once said that, like death, misfortune is the only true international currency (great equalizer). Maybe that is true. Maybe throughout the mainstream of society that thread of misfortune touches someone...someone in our families, or even ourselves...that thread of misfortune draws us all together. It unites us because we must make it a better world for all people, and when I say all people, I truly mean all.

Not the chosen few...but all people. They must be prepared to take their place in society. They must be taught, and those whose mentality prevents them from grasping academics must be taught to use their hands. The productive and artistic use of the hands is a very honorable thing.

One of the most dignified things that I have ever experienced was having a young man, fresh out of a sheltered workshop show me the first dollar he ever made. Believe me, that was a momentous and proud moment for him.

But you people do more than prepare the disabled or handicapped; you give them confidence and, believe it or not, you give them personal dignity which is so very important. No one can truly walk free on the face of this earth without dignity.

My friends, it is very demoralizing...very demoralizing indeed, to be always the recipient and never the donor. What is even more essential is that in most instances, it's not necessary.

So what does it all mean? Do I come here to tell you what we must do? No, you know that. You know it without any promptings from me. Do I come here to show you what life is really all about...what life can be...what life offers...what life holds...I hope in a little sense I do.

I heard the word "challenge" mentioned not long ago. I guess the mind can only grow if that mind is challenged. And when it is, somehow that mind transcends reality, and in self-defense calls upon all of its innate resources...imagination, creativity and drive.

That's what this conference is about...it's about creating new and better ideas...to be more proficient in teaching the handicapped. And it's about understanding the psychological problems your young students constantly face.

A lot of people tend to forget that young handicapped boys and girls grow up and become adults. It can be a very touching sight. Even today, we see all of our fund raising drives using the cutest child to represent the handicapped. And who in his right

mind won't bend down and pat the head of a tiny disabled child... or pinch the cheek of that child...or kiss that child.

It's difficult to do that when this child becomes 25, 35, and 45 years old. If we are to do anything; if we are going to fully address ourselves to the obligations, the commitment that you and I...that all of us have...we must start to prepare them early in life.

We must not prepare them for that pat on the head...we must not prepare them for the pinch on the cheek. We must not placate them with words.

We must prepare them so that they can stand erect, stand tall so that they can set about accomplishing that which God created them to do. We must prepare them so that they may be contributing individuals.

We can't ask more than that, even for ourselves. But if you can just motivate the potential of each handicapped child, maybe then...maybe then society in general will stop using words and definitions...maybe then we will find that these individuals are "abled" not "disabled".

I wish you success. I wish you reach monumental heights of success. I know the purpose of your meeting is to exchange

views and ideas. How could you be any thing other than a huge success. You have come together to renew the vitality of your dedication.

And I know I can tell you this...maybe each of you individually...not collectively...but each of you individually thinks that the results of your work in this area go for naught. Maybe the effects are not immediately apparent. But I know...I know in a very personal way, that the recipients of your teaching...the recipients of your services...will be more fully prepared to take their place in society.

And in years to come when you meet one of them, you will look back on these experiences. You will know just how meaningful your efforts have been.

On behalf of all handicapped children...those you have taught...those you teach now...those you will teach...on behalf of them, I stand before you and say thank you from the bottom of my heart...from the bottom of their hearts.

Clarence Becker

Earlier this evening I was notified that we have with us an industrialist, Mr. Robert Schlanger, President of Rodale Electronics, Inc. He is with us this evening because he would

like to address you as a group and our Board President, Mr. Richard Ornauer.

Presentation - Scholarship Fund

Robert Schlanger

Thank you. I really feel quite inadequate up here following so many accomplished speakers and particularly having heard the stirring address of Assemblyman Ginsberg; however, I would like very much to be brief and to the point if I may, and make a presentation.

For the past several years, our company has employed a number of BOCES trainees. We feel very strongly about this program and we would like to do as much as we can to help those with special needs. So tonight it gives me a great deal of pleasure on behalf of my company to present a pledge to you, Mr. Ornauer, of $1,000.00 as a start of a fund...a scholarship... which we hope will grow and which, we hope, can be used in time to come to provide post-secondary occupational education opportunities for some BOCES students.

Richard Ornauer

Thank you, Mr. Schlanger. As the Board President, this is an evening of exceeding pride. I take pride in the fact that it is

a unique gift, and on behalf of my Board of Education we will cherish it and honor it.

I take pride in the fact that the State Education Department saw fit to co-sponsor such an Institute. I take pride in the fact that it was the Nassau BOCES, the baby in the State of New York, that was designated to co-sponsor this Institute. I take pride in the fact that tonight in our audience we have representatives of 26 BOCES, more than half in the State of New York. We have representatives from the five largest cities in the State of New York; we have representatives of education at all levels of our distinguished BOCES. We have one of the most distinguished members of the legislature and certainly one of its greatest friends in education as our speaker, Mr. Ginsberg.

I am proud of the fact that the agencies cooperating in this venture would take the time to help - share with us in this Institute, and to pioneer in the field that I and my fellow members of the Board have felt long overdue and greatly needed. I take pride in the fact that we were able to have personnel from the State Education Department to help us formulate this conference. I can only characterize it as a combination between the bumble bee and a doorbell - in other words a "hum-dinger".

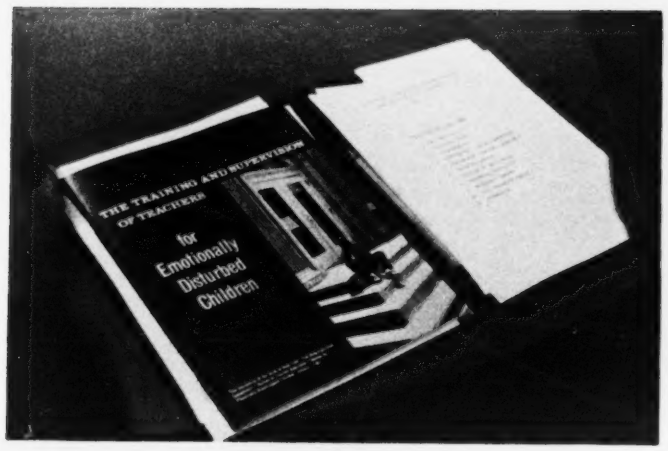
I take pride in the fact that you took the time out of your lives, above and beyond the call of normal dedication, for a group of children who may never know you...who may never come to appreciate you...who will never know the gifts that you are about to bring to them.

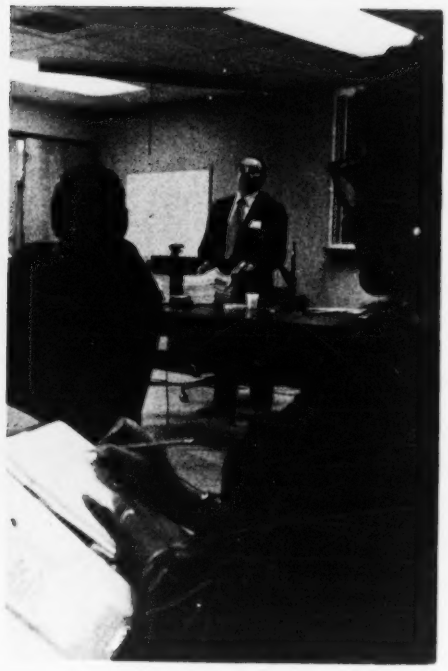
This expression was used earlier tonight and I would like to envoke it just once more. "The name of the game" is youngsters. Not just ordinary youngsters, but the kind of youngsters who, decades ago, were the closeted kids - the kids who were not understood; the kids who everybody forgot. And today with them, I again take pride in the fact that you are going to make of them useful citizens in a world that needs every bit of talent we can hope to bring to it.

I thank you very much for coming tonight to share with me on behalf of my Board these prides, and I trust that two days hence, we may all know and appreciate the kinds of prides I express to you tonight. Thank you for coming.

Clarence Becker

I said it once before, but I will say it again very quickly - It's great to have you here. I close by wishing you a very viable educational experience and a memorable occasion.





SESSION I

OCCUPATIONAL PROGRAM DESIGN
FOR THE EMOTIONALLY DISTURBED

Wednesday, October 6, 1971

Wednesday - Session I

OCCUPATIONAL PROGRAM DESIGN FOR THE EMOTIONALLY DISTURBED

Moderator - Clarence Becker

Good Morning. This morning we are going to focus our attention on occupational programming for emotionally handicapped youngsters. We have with us Dr. T. Feniger, Mr. A. Modderno, Mr. H. Picarelli and Mr. S. Laskowitz. At the end of this session, we will have lunch at our County Center, where at this moment the food trades students are at work preparing for your arrival.

I would like to begin by introducing Dr. Thomas Feniger. Tom is a Supervisor of Special Education for our BOCES. He will provide a setting for this presentation by providing us with some insight in terms of the emotionally disturbed child and his needs.

Thomas Feniger

Thanks, Beck. I am really privileged to open this panel presentation. My purpose is to present the overall "fabric" - the whole that is made up of the many interwoven threads you will be hearing of in the next few hours. I will attempt to take you through some of the steps which led to the serious introduction of special occupational education into our programs for the emotionally

handicapped. The story for us really began at the secondary level in a school that we now call Career Development Center. A setting which prior to BOCES, strangely paralleled general education in attitude and program. In the main this school for academic and social failures stressed an academic program although "watered down" with some occupational offerings - again "watered down" for the failures among the failures. The second rate status of occupational education was reflected in the attitudes of staff as well as parents, as is often the case in general education.

Our problem was striking. In this "outcome" school - that is the terminal point of the educational continuum students were graduating totally unprepared for adulthood; having completed their mandated education without real success, without marketable skills, and without direction. In light of this we first asked ourselves who are we serving under this umbrella of the emotionally handicapped in terms of problem, motivation, and potential - since indeed, our programs should reflect the needs of our students as they exist and the realities that they will face.

We found that our students fell into three categories ...

1. Those who were withdrawn - unwilling and unable to relate - those who would be described as defective emotionally as well as

functionally, having little desire or skill regarding social interaction.

2. Those who were more advanced but were characterized as having severe thinking disorders - appearing fragile, confused and unable to cope.

3. Those who we might characterize as the "fighting back" children, who although capable of functioning and surviving, assumed a stance of resistance and defensive belligerence.

Within these categories we saw that there were two extremes. At one extreme there was the highly defective youngster - the first category I mentioned. This was the youngster we felt required efforts that would lead him to some form of sheltered placement, since prognostically, his future was in sheltered placement, rather than independence within the community. At the other extreme were the students who we might characterize as our academic students - - those who had a real interest in academics, and where there might be the possibility for general education within the local district high school - - perhaps even college. These were students for whom a primarily academic program had relevance.

What we did discover, however, was that the vast majority of the students had neither the motivation nor the potential to be prepared for college that they would never attend; to be prepared for college they were not interested in.

We also saw that this large group of students, if motivated, if allowed to experience success, if given relevant skills, and if offered meaningful goals had the potential for integration within the community - - within the world of work.

Based on this we altered our direction. Based on this we have initiated as part of the total Special Education spectrum, Special Occupational Education which you will be hearing about for the rest of the day.

A final note ... I have purposely introduced the term "Special Occupational Education". Why? First, because we are easily misled into believing that occupational education is the answer. It would be naive to assume that the introduction of elaborate equipment or intensive skill training results in the amelioration of problems. Second, the development of skills is not and cannot be the sole objective. We will fail if we believe that our goal is to produce auto mechanics or secretaries. Our objectives must involve the use of relevant motivating content in order to

arouse the desire in these youngsters to change - to want to learn!

A boy who can adjust socially can become independent and self-sufficient. It is this adjustment plus the development of skills which will insure his future.

For us, occupational education begins with motivation and an opportunity for success for youngsters who have "failed" in school. We have learned the bitter lesson. The lesson that the handicapped rarely fail on the job because of lack of skills, and that the overall emphasis of program must remain directed toward social adjustment. Relevant occupational education is like a tool. It is effective when used properly.

Clarence Becker

Thank you very much, Tom. The panelists who are going to talk with you now are going to be discussing four basic areas of program design.

1. The area of Occupational Awareness for Youngsters 5-10 years of age.
2. The Preoccupational Exploratory design for those roughly from 10-15 years of age.
3. The Secondary Programming for those 15 years and over.
4. Work-Experience Programs.

To begin with I would like to introduce my colleague, Mr. Alex Modderno, Supervisor of Occupational Education.

Alexander Modderno

Thanks, Beck. My presentation this morning deals with Occupational Awareness. At first it directs itself to general occupational awareness in the elementary schools through secondary programs, and then moves to the more specific objectives we have this morning - that is occupational awareness as we see it for the handicapped.

I would like to, at this time, assume a speaker's prerogative in this respect, and say that we are directing our attention and energies towards another dimension of nothing more, but importantly nothing less, that "education for living". I didn't coin that phrase or the concept of the phrase. I think some other important people coined it or said it many times. I can't recall if it was LBJ, the Commissioner of Education, or my plumber.

There are those of us in this room this morning who have not only had the privilege of providing occupational education for youth and adults but are also now involved in shaping and helping others shape and reshape policies and concepts. We are extremely aware of and sensitive to the changing attitudes of our society.

Under the long overdue dynamic leadership of our new leaders in occupational education in the State Education Department, we can truthfully say that occupational education is no longer an educational stepchild relegated to the basements of overcrowded schools. What was once considered no more than a custodial substitute service by the general educator is now considered an acceptable and respectable alternative by most. This new dignity has been a long time in coming. It is historically true that overcoming a label of classification, with societal, racial, educational, or clinical connotations, is many times more difficult than if it had never existed. Climbing out of the basement has taken approximately 57 years.

We can also indicate, - those of us who have been close to special education for many years, that there have been few parallel and more exciting success stories than in the world of our professional colleague - the special educator. Some of us recall that not only a short fifteen years ago many of us felt, at that time, if we could take this youngster and teach him just those personal habits, those things where he could take care of himself, that we would be achieving enough. I see some of you smiling that have been around, let's say fifteen, twenty or even more years in this area.

And so, in a short time we are not only talking occupational skills, but we are involved in providing these things to the degree and extent necessary and possible for many, many, youngsters who fifteen years ago, ladies and gentlemen, we were thinking much less about.

It is this kind of background and these kinds of success stories that have made it possible for us to be here this morning and to share, as a team, this new challenge.

Last night in his inspiring key note speech, an extremely fantastic individual, our Assemblyman Martin Ginsberg made a number of important points. One which I vividly recall was directed towards providing key special services at the earliest age and I quote "the earliest age", because that is basically and accurately what I heard - at "the earliest age". I translate this to mean, among other things, preventative education rather than remedial. Economically, many of us know it is by far the sounder way, and societally we all agree that it is the only way. Just one dimension of this philosophy is occupational awareness from K to 12.

The remarks I make for a few moments will be directed towards a total concept of occupational awareness, and as I indicated earlier, will then be directed more specifically to the purpose of our

meeting this morning. The inclusion of occupational awareness as another part of general education is a positive extension of the purposes and objectives of public education, mainly to provide our young people with educational information and experiences that will teach them to think both logically and in the abstract as preparation for participation to their fullest potential in a democratic society. Unfortunately, there are some advocates of a pure liberal arts concept who will interpret introduction of occupational awareness into the general education process as a threat to an educational community that should direct its efforts almost exclusively to the intellectually elite. The important point I would like to make is that rather than destroy intellectual competence, occupational awareness can give our young men and women the additional knowledge and background to think constructively and choose wisely. In a period in our history where the teacher is daily competing with all the outside forces of television, radio, and the news stands for the attention of the minds of our youth, it seems essential that the entire educational system incorporate the content and techniques that appeal to all the senses, both practically and aesthetically.

Interesting enough, as part of a recent study, thousands of questionnaires were sent out - over 35,000, including a variety

of questions that were completed by high school students, school administrators, Boards of Education, and industries, both large and small in this County. The great majority of replies indicated a definite need for some kind of program of occupational awareness in the public schools ranging in responses from casual need to long overdue need. Practically all teachers interviewed, individually or collectively, reiterated this need as did guidance counselors who have taken, by the way, a strong positive stand through their associations and articles. The committee I worked with, from the very beginning, agreed it was not only needed but repeatedly discussed ways in which it could be done effectively. In fact, I may say many of us had certain trepidations when we were approaching the educational community in terms of occupational awareness being nothing more, nothing less, than part of the educational process. We were completely surprised and amazed that the question was never whether we should have it or shouldn't have it - the question always was - - how will we do it?

Probably the most important point to establish prior to any lengthy presentation of methods is that expansion of the educational process to include a more formal program of occupational awareness does not and should not intend or imply that its purpose is to

eventually make plumbers out of all students. It should be definitely understood that its purpose is to provide each youngster with a more comprehensive and meaningful background of knowledge and experiences that will help him to better choose a career in which he can be both happy and productive. This practical extension of the educational process could result in a more meaningful and suitable choice of a career in medicine, science, or engineering, as well as graphic arts, refrigeration, data processing, photography, dental assisting and/or baking. There are, by the way, throughout the state and country other programs of Occupational Awareness already currently in operation.

One thing is clear. All of those that are providing some kind of occupational awareness are extremely proud of the successes and the things they are doing.

I have four basic factors that I feel are necessary in providing an occupational awareness program. They are:

1. Parental acceptance and understanding - it is extremely essential to any success here. Interestingly enough, most persons that were interviewed or with whom this concept was discussed, reflected the same attitude towards occupational awareness, that it should have been included a long time ago.

2. The approval and cooperation of school boards and chief school administrators in the implementation and inclusion of a new formalized program of occupational awareness as part of the general curriculum. The fact of inclusion was felt by most to be both timely and positive.

3. The general acceptance and understanding of the educators who are in daily contact with the students being served - - mainly the individual school administrators, supervisors, guidance counselors, and teachers. Some feel that a good program of occupational awareness could add a more relevant practical dimension to the educational process and will go a long way in resolving some of the problems that exist in our public schools today. It is unintentional, I am sure, but it is none the less true that many general educators themselves have little or no understanding of the world-of-work around them; therefore, it is rarely presented as part of the general curriculum or, if so, it is presented negatively to the questioning students and presented as something less than desirable. Until the professional educator, that includes us in this room, is more fully aware and knowledgeable of the world-of-work around him and understands its relationship to the daily educational process, there is very little chance for a program of occupational

awareness to be meaningful.

4. The development of a formal program of occupational awareness as an expansion of general education. To go further here, let me, in a general sense, indicate the kinds of things that could be done. If anyone here has anticipated receiving a document that would specifically detail an Occupational Awareness Program, I know that they also feel that it was probably a dream at this time. There is a great deal of research going on. There are a number of grants that have already been provided to research occupational awareness in terms of development and investigation with reference to the elements involved and how programs should be implemented.

What we can do is develop understandings for those ages five through ten by including an occupational awareness involvement as an extension of what you are familiar with - - the community services approach.

With a more sensory involvement on the part of the student, we must have total relevance to the community around the student in mind at all times, and as we see the child growing, as outgrowths of the particular needs of that child.

We come to the area of the youngster from eleven through fourteen. Many of us see a new and expanding role for not only the

occupational educator and special educator, but also a new and expanding role for the industrial arts teacher to play, a more significant role in general curriculum. In addition many other kinds of minimal changes in what general education is providing today must be forthcoming. Minimal but meaningful to the world-of-work and the students' understanding of it.

I have some recommendations here that I feel are important in terms of occupational awareness in New York State being successful.

1. That a more comprehensive program of occupational awareness and understanding be included in teacher certification programs in New York State.

2. Guidance counselors, while matriculating and once employed, develop and maintain a working liaison with the employment service divisions of the Department of Labor.

3. That local shared services boards expeditiously implement in-service courses of occupational awareness and orientation for administrators, counselors, and teachers of general education programs.

4. That selected members from the various educational disciplines be brought together to develop a formal and detailed

program similar to that outlined in this session. There are a number of others, but you will be reading about those.

I would like to direct this broad concept, more specifically, to the handicapped we are serving "in house" so to speak. We are currently providing practical and meaningful programs here at BOCES in occupational awareness and orientation for youngsters with a variety of clinical handicaps - - everything from the trainable mentally retarded child to the brain injured child to the emotionally disturbed child. I believe the agenda indicates that everyone here will not only have the opportunity to hear more about our programs, but also to visit at least one of our facilities.

Our programs start with the very young and the degree of involvement there, again, is minimal. As the children progress from one year to the next, our effort continues "ever expanding" in understandings of the world-of-work and the youngster's identification and potential within!

In closing I say to each of you, we have a job to do as you very well know. It is probably the toughest one that many of us have ever faced. Collectively, with the guidance and wisdom that we so much need, the potential of success in this new and exciting thing should inspire each of us. Assemblyman Ginsberg last night,

amongst other things, referred to the word "dignity" as it applied to the handicapped. As he was saying this I was writing down on the back of an envelope,the following, "Dignity is self-esteem which is reflected in the eyes of others...". Thank you for listening.

Clarence Becker

Thank you very much, Al. I just want to make a comment on one statement you made with reference to the participant's ability to see our facilities. Part of the program does include a tour of our Career Development Center tomorrow morning, and if any of you do have the time, please let me know because arrangements can be made to visit our other facilities to observe any type of program that has been discussed today. Al talked about potential, and I think it is potential out of aggressiveness. We have experimented two years with occupational awareness designs. I think we are moving in a very solid direction, but even after two years, I think we have but barely scratched the surface. And so too with our preoccupational programming design which we will be discussing now. The experimentation and some of the results will be presented to you now by Mr. Hank Picarelli.

Henry Picarelli

Thanks, Beck, and good morning Ladies and Gentlemen.

My subject is "Preoccupational Education for Youth with Special Needs". This year a total of eleven preoccupational programs will be operational at two Nassau BOCES Special Education schools. I say "will be operational" because a few are still in the setting up stage. The eleven programs will be serving approximately 600 children over ten years of age and will provide exploratory work in more than twenty-five occupational areas. The staff team participating in these programs will consist of a curriculum coordinator, psychologists, social workers, occupational instructors, special education teachers, and teacher aides.

When Mr. Becker asked me to cover this topic, I guess it was because he and I worked so closely together in setting up the first pilot program a few years ago. But when he asked me to describe the program in fifteen minutes, I felt just like the centipede in the child's jingle which was, "Happy quite until a frog for fun said, 'Pray which leg comes after which?' This wrought his mind to such a pitch, he lay distracted in a ditch, wondering how to run!"

Well, that's how I felt when "Beck" first asked me to speak on preoccupational education for youth with special needs. How to best describe our preoccupational programs ... one way to

describe preoccupational programs for youngsters with special needs is to tell about the first pilot program which began operations in the 1969-1970 school year at the Career Development Center in Syosset. The pilot program was called "The Preoccupational Exploratory Program" designed to serve twelve through fourteen year old emotionally disturbed youngsters.

At that time two exploratory shops were put into operation to serve 125 youngsters who were labeled "emotionally disturbed". Preoccupational Shop I offered exploratory work in auto engine service, electrical assembly, exploratory art, mechanical assembly residential electricity, residential plumbing, small gas engines and woodworking. Preoccupational Shop II offered exploratory work in auto engine service, exploratory art, flower corsage construction horticulture equipment maintenance, painting and wall papering, printing, residential electricity, residential plumbing and small gas engines.

It was necessary to include internal combustion engines in both shops because of the high interest level shown by so many students. Interestingly enough, since all students were boys, hardly any of the youngsters showed any interest in corsage construction at the beginning of the program. But once the program

got underway and all youngsters had their first sampling of all the exploratory areas, corsage construction became one of the most popular stations in the shop. It was evident that the boys enjoyed bringing home corsages as gifts.

Classes consisted of eight students maximum per class. Each shop class was supervised by an occupational instructor. When a class attended shop, the special education teacher was also there to work along with the shop teacher. Each student attended shop on alternate weeks for one hour per day, five days per week. The remainder of the time was spent in regular daily school activity. At the mid-year mark, the classes were switched between Pre-Occ I and Pre-Occ II so that all students had a chance to explore all of the skill areas in both shops.

Observations during the Pilot Program had shown that the need for complete involvement and interaction between the Special Education teacher and the shop instructor, while in the shop, was essential to the program's successful operation. Such exposure offered both teachers numerous lesson options for motivating students when in their respective teaching areas. It offered also an opportunity to observe students in a consuming work environment which provided an insight into self-concept images and personality

idiosyncracies of students. Generally speaking, the program afforded a test tube observation of developmental phenomena.

Students reacted positively at times, and negatively at other times when rotating from one exploratory skill station to another. But even when there was a negative reaction on the student's part, it provided positive information for the instructor's evaluation of student attitudes, aptitudes, and capabilities.

Since each student was urged to attempt ten skill exercises at each of the workstations in the shop, it was necessary to structure the procedure with a methodology simple enough for all to follow. The methodology consisted of providing each student with a job sheet at each work station in the shop. I will refer to samples of job sheets a little later. In some cases the job sheet was supplemented with instruction sheets. I will also refer to samples of mechanical assembly instruction sheets later in the discussion.

A student who experienced difficulty in reading and understanding the job sheets was given individual help from his special education teacher. The shop instructor spent his energies in demonstrations and working with individual students who were experiencing performance difficulty. Non-readers worked with the aid of pictorial illustrations and live demonstrations.

A reward system was established that proved effective in different ways. Each time a student completed one of the ten skills in each of the exploratory centers, he received a "money coupon". When he completed one skill exercise, he received an "achievement coupon" worth five points. If he did not complete the skill, he received and "effort coupon" worth one point. This program was based on the premise that everyone would achieve success. Even those youngsters who could not complete a skill were rewarded for their effort. The monetary equivalent of one point was one cent. These coupons were refundable in the school cafeteria and school store.

To reinforce the coupon reward, each student had his own skill performance card posted on the shop bulletin board. (Refer to sample of skill performance card.) Each time the youngster completed a skill, it was noted on his skill performance card by the shop instructor. We found that this reward system helped to build student ego by recognition of work well done, and also helped to siphon off frustrating needs for boys with little or no pocket money by permitting them to buy lunches and/or gifts. In addition, it provided means by which we were able to break away from the project oriented approach.

At this point it is appropriate to quote one of the shop teachers who participated in this experiment. In one of his reports he wrote, "The preoccupational shops, very obviously, have been a release valve for school behavioral and learning problems, especially among those boys with the hyperkinetic behavior syndrome. Serious discipline problems have been absent due to democratic performance requirements in all shop classes."

As a personality percolator, the shops remediate those boys with anti-social behavioral problems by various techniques, e.g., they are helped by their teachers to express themselves orally by redirecting defiance and negativistic attitudes into constructive channels. This is accomplished by:

1. Skill recognition at each occupational work station.

2. Guaranteed success in many job assignments.

3. Reinforcement in learning by pyramidying skill performance.

4. Buddy system instruction for those of outstanding dexerity and by...

5. Increasing competitiveness through the use of skill performance recognition records each day.

It can be said that preoccupational exploration provides a series

of experiences which not only help develop positive behavioral attitudes, but also provides experiences geared to helping students determine their occupational selection on this intermediate level for advanced training on the secondary level.

When we set up the first two pilot shops, we had less than $300.00 to work with. With the help of work-experience counselors we worked nights, voluntarily, tearing down walls and constructing wooden framework for trade electricity, plumbing, and house decorating mock-ups. We approached anyone who could possibly contribute equipment and supplies for our skill exercises, and moved all such items into the shops with the sweat of our backs. And then we put together all the job sheets and instruction sheets.

No doubt some of you have already traveled this road before, but it is through discussions of this kind that we may crystallize new and innovative programs. The Pilot Program described is only one approach to this kind of a program. Since then we've tried other approaches but the main ingredients are always the same. One of the main ingredients is still well-trained, dedicated teachers whc never lose their sense of humor, who love kids, and who are full of exciting imagination to stimulate programs so that they are meaningful to kids. But it takes more than well-

trained teachers. It takes observation and documentation. This is the key to a meaningful program. The documentation of what is observed in this intermediate diagnostic stage should be done in such a way that it will clearly show what a youngster can or cannot do. Remember, the best time to observe a youngster is when he is in action! At the end of the Pilot Program, one instructor remarked, "I can't tell you what the kid can do best, but I sure can tell you what he can't do!"

Before closing, I would like to tell you a story about one of our students who had reached the tenth level skill sheet in the mechanical assembly area. We thought by making each of the skill levels more difficult that we would be able to identify the student's potential until this happened ... The problem was a simple electric can opener with no electrical power. Upon opening the front plate of the can opener the boy discovered a cockroach. Immediately he shouted, "I found the trouble. The engineer is dead!"

The skill system was designed to bring about success and eliminate frustration. The students involved demonstrated ability far above expectations curtailed by traditional concept of what they would not do or were not capable of doing.

Clarence Becker

Thanks Hank. We are disappointed to the degree that we do not have Mr. Goldberg with us -- you will meet him however. He is the principal of the secondary program at Career Development Center. As Hank talked about some of the stories and happenings in the preoccupational exploratory patterns that we are piloting and moving toward full implementation, I have to recall for you that all those things Hank talked about in the original pilot were truly done for and by youngsters 10 to 12 years of age, who theoretically before that had no interest or ability in these areas. In the absence of Mr. Goldberg I will be talking to you a few minutes about the format of secondary program design, but before that I would like to introduce Mr. Sy Laskowitz.

Sy is a Work-Experience Coordinator for one of our units and has the responsibility for developing employment opportunity for our "graduates" as well as part-time placement opportunities for those who will soon be "graduates".

Simon Laskowitz

Good morning ladies and gentlemen. When I think of work-experience as part of our total program it reminds me of a blending

process, - - - like chemistry for instance. Chemistry is a fascinating science and the formula of mixing work-experience with secondary education results in a fine recipe. We all know this. School districts have had co-op programs for many, many years. It's been so successful that it has leaped into colleges. But, when we add to this formula the catalyst of one unit of handicapped youngsters, we've got a gourmet's recipe that will tickle the palate of any special educator.

Work-experience for a normal youngster, by itself, is fine. Everyone can use job experience. But, for the handicapped youngster, work-experience is priceless. For him, it is not just a job. It's a whole new self-image; it's a brand new personality; it's a chest swollen with pride; and it's a discovery of life itself. When the handicapped youngster gets his first paycheck, from that moment on, he is no longer handicapped.

Now, how is this accomplished? It's accomplished by setting up a work-experience program in your secondary school. Headed by a work-experience counselor -- who, first -- takes an inventory of all boys and girls 16 years old and older - - interviews each and every one of them, one to one - - studies his record folder, talks to his psychologist, his social worker, his parents, his teachers,

his nurse, his principal, and everyone else who knows the student. Then, he must decide. Is this child ready for work? Is his finger and manual dexterity good enough to work competitively? Is he too hyperactive? Is he too passive? Is he too fragile? Will he be capable of leaving the sheltered setting of a special school he knew all his life to work among non-handicapped people of all ages? Does he have the confidence to travel to work on his own? These questions and dozens of others will run through your counselor's mind with each child he considers placing.

When he decides that the child should work, your counselor will set up a work schedule with an employer so that the youngster will be in school at least 50% of the time. A work schedule may be:

1. One day each week , ---
2. Two days each week, ---
3. One-half day every day --- or---
4. Alternate weeks, that is, a full week at work, followed by a full week in school, or any combination thereof.

Prior to this, your counselor will have checked out the training station with a personal visit. Knowing the exact job requirements, he will take his candidate into the school shop, give him practice on similar work, coach him on how to set for a job

interview, and then take him to his job personally the first day. He will stay at the job with the youngster, a number of hours, if necessary, working side-by-side until the child has gained some confidence. Then -- in a scene that parallels a mother tearing away from her child on his first day in Kindergarten, the counselor says goodbye to his charge, trying to muster a smile that says, "you're doing great - - keep it up!"

Of course, your counselor doesn't close the book on the youngster once he's placed. He visits him on the job every three weeks. Back in school, he supplies him with all the pertinent related job information he needs plus a myriad of services that time won't permit to be mentioned here.

But, there is one thing that should be mentioned here. As as direct result of the work-experience program, a fringe benefit for administration exists. Your work counselor turns out to be your best dean of discipline. The youngsters relate to him. All kids want to work. They all like money. They know he's the man with the goodies. When they are horseplaying, and your counselor comes marching down the corridor, they'll straighten up. They'll greet him from all directions, all day. Even the young ones get their points in. He's Santa Claus. And who doesn't like Santa Claus?

Santa Claus is seasonal. But, a work-experience program for handicapped youngsters is a year-round gift. May I conclude by recommending a work-experience program for your district. The cost is low, yet the advantages to our community and to our handicapped youngsters -- are priceless.

Clarence Becker

Thank you Sy. As you can see from Sy's comments, we have been moving with work-experience programs for a couple of years now. Those of us who have been in the business so to speak, know it is pretty easy to place a student whose disability though identifiable, is not outstanding to the degree that he can't function somewhere within the range called "normal". But what about those who are considered not quite ready for independent employment?

About two years ago Nassau BOCES with financial aid through the Vocational Education Act, developed what we call sheltered cooperative work-experience. This modification of traditional work-experience is based on all the regular elements of educationally directed paid employment in private industry, with one additional element, full time educational supervision. Our sheltered co-op program includes a full time teacher supervisor stationed in the industry to support 7 or 8 of our students employed there part-time.

Each student is observed as the teacher observer attempts to withdraw supervision and let the student "go it on his own". As students demonstrate independence they are transferred to the less sheltered environment such as that described by Mr. Laskowitz.

During the summer all forms of work-experience programs are operational including a third level of co-op for our health handicapped population, not yet capable of any employment in industry. We call this the BOCES co-op where boys and girls are employed by BOCES itself and work in one-to-one ratios with Maintenance, Custodial, Secretarial, Building Trades, Personnel, Grounds Maintenance, etc. We are hopeful that this experience will serve to strengthen their potential for future employment.

To date our success is not overwhelming but our philosophy is consistent for all those we serve, considered handicapped, if employable to any degree, we will continue to provide the training, support and placement in concert with their overall special education program.

I would like to wrap this up by discussing with you the aspects of secondary programming in terms of the way we have approached it. With the attitude of total flexibility, - - because we know that we have to modify and adjust constantly, - - we looked at

the types of occupational design or programs and said, - - lets make sure we do one thing first - - lets be sure we establish different kinds of environments for the students to learn in. When I talk about environment I am saying that in one instance a youngster is very settled and enjoys sitting in a place, one place, working at assembling or disassembling. Another student might go "off the wall" in the same situation. So we came up with a balance of programs, physical programs such as building trades, carpentry, building maintenance, and painting decorating. These are areas where you are moving around, where the working space is big. We contrast that with other programs such as mechanical and electronic assembly, where the work station is scheduled, routined and confined.

Tomorrow at the Career Development Center you will see some 16 different occupational facilities, I won't name them, I will kind of save them for later. I will, however, give you a little preview as to how they were put together. We clustered the shops in units of three by taking the commonality of programs such as auto body, small gas engines and auto mechanics and placed them in a wing. The group functions as a unit and the youngsters are in that particular building for most of the day, leaving such options as gym, music and art. More often then not, however, they are working with

their special education teacher and occupational education teacher as a team within that building, within that cluster.

Typically, the students spend 50% of their day in the occupational education training laboratory and the remaining 50% of their day with the special education teachers in a related classroom situation. The occupational education-special education team is supported by ancillary staff including social workers, psychologists, reading specialists and work-experience counselors.

We don't stop by saying that we can serve our handicapped students in special education facilities only, there are a number of options. Today you will be having lunch at County Center. County Center has within it, as a major base of opportunity, some 36 programs of occupational education designed for boys and girls coming from their local school districts on a half day basis which is the typical pattern of occupational education for all students desirous of occupational education as part of their regular high school program. This center is not to be confused with a special education unit, it is designed as an extension of program on a shared service basis, providing advanced training for any and all high school students of the county in pursuit of qualified occupational career education.

In terms of our Special Education students, however, we

are pleased to state that within that facility there are youngsters that you will not be able to identify and we are very proud of them because they are transfers from our special education units. The students are taking occupational education programs just like anybody in this County. They may have spent a year at Career Development Center where the programs are different, as Dr. Feniger pointed out. Now they are in occupational education with regular students.

A lot of pilot exploration is going on as well with Nassau BOCES. Currently, we are engaged in programs of occupational education for the blind, hard of hearing, and educable mentally retarded youth. This is part of our search for better ways to do a job in the area of occupational education for the handicapped which for far too long have been neglected.

I am sure that the presenters this morning have raised many questions in your minds and, although we will have a discussion period today, I would like to make the panel available to you at any time. Each member of this morning's panel is located within the Nassau BOCES facilities. You can reach them at any time by phone and I am sure they would be most interested in responding to your questions. In each case the telephone number is 516-997-8700. If, as you plan programs of occupational education for the handicapped

and would wish more information on things like implementation of occupational awareness or preoccupational explorations, please feel free to contact anyone who has presented information. There are a number of panelists involved this morning and so they will be able to field all of your questions, they have been directed to spend about five minutes at each of your tables. In this way they will rotate from table to table and you will be able to question each panelist before the discussion session is over.

SESSION II

EMPLOYMENT POTENTIAL FOR THE EMOTIONALLY DISTURBED YOUTH IN THE WORLD-OF-WORK

Wednesday, October 6, 1971

Wednesday - Session II

EMPLOYMENT POTENTIAL FOR THE EMOTIONALLY DISTURBED YOUTH IN THE WORLD-OF-WORK

For Readers Information

The following is the transcript resulting from an informal panel of industrialists discussing in general their accomplishments, problems, frustrations and joys when employing the emotionally disturbed young adult. The panel constituted the second presentation for the attendees and was lead by moderator, Mr. Henry Picarelli.

Moderator - Henry Picarelli

I would like to begin by showing you some slides of the various firms which effectively have employed our students. Mr. Werfel, owner of this sign making firm, is with us today. This is Renco Electronics. These are slide pictures of Sterling Instrument, Zem Tool & Machine Division of Rodale Electronics, A-Line Brake Company, Bethpage Auto Body, Kroemer & Sons - agricultural equipment, Fortunoffs Department Store, Interstate Drugs, Streamline Button Company, Uniflex Plastics Firm, Abraham & Straus Department Store, Pathmark Foods and Modells Department Store.

Most of you probably did not realize that some of the workers

you saw in those slides were our special education students. So as we continue, I will flash back and identify them for you.

Now you will see some of the operations that our youngsters are engaged in while working in private industry. In many cases these youngsters rotate from machine to machine or bench operation, whatever the case may be. What you are seeing here is representative of the many,many operations that our students do when they practice skills we have taught them before they go on to work-experience. This boy is a packer, in fact this fellow started by racking up wagons, moved to working inside at the counter packing, and is now working at Kleins in the garden shop labeling plants. Here is the Uniflex operation -- this fellow is packing plastic handles and preparing to load them into a machine where they heat seal them to plastic bags. This is a fellow in an electro-mechanical plant working with parts, sorting them and preparing them for bench assembly work. The student in this picture is working at a coil winding operation. These two fellows, twins are both working in the King Grant Restaurant over at Fortunoffs. This young lady, keeping the shelf stocked in sparkling condition at Fortunoffs, was a very shy person, very withdrawn. She could hardly face the public and you would think this would be the last spot in the world to place

this young lady, but she stood on the floor caring for items on display as you see her doing here, and it got so that customers would walk up to her and ask questions. Well, at the beginning, it was a little strange to her, but it only took a matter of a few weeks for this girl to begin to communicate with customers on that floor - - like any other sales clerk. It was this kind of exposure that brought her out and she really enjoys mixing in and communicating with the public. Here is Bill Kroemer, who is sitting at this table with me-- we had a little fun this day because Bill was kidding Dennis (in picture) who was sitting down reading a book. Bill will tell you a little more about that a little later on. In the slide, however, he is saying, "This is new equipment that was moved into the Kroemer plant and Dennis has the job of not only driving this equipment around, getting it all ready for delivery, but doing some maintenance repair work or service work as needed, as well. Here is Dennis up on the big tractor, this will give you some idea of the size of equipment that this young fellow now handles. This boy started at the Career Development Center in the horticulture program.

This is the one area he seemed to like best but he was a real problem on campus. He was a bully -- he will tell you so himself today -- he will talk about his past -- and is very honest about it.

Dennis talks openly with everybody, and is doing great. Now here is Skip LaPardo in the background with young student Jerry -- and his work-experience counselor. This is the relationship that we have out in industry which is so valuable to these kids. These youngsters look forward to having their work-experience counselor visit them on the job. In the beginning, we find that the work-experience counselor may have to visit a youngster as many times as twice a week and then gradually decrease to twice a month and then finally once a month. When he feels that the student is making it, he can leave him alone for longer periods of time.

The boy in this slide was in actual operation doing a valve job on this engine, and he got his initial training at the Career Development Center. He moved right into this spot receiving $1.85 per hour because as his boss, Skip LaPardo put it -- if you want me to teach you something, you are not going to get rich quick. I am not charging you for my training, while you are here the time I spend with you will help you to earn better wages in the future. I have got to make a profit, every man in this plant has got to make profit for me or I can't keep him. This is the kind of relationship the student has with his employer. Skip LaPardo and the student are now looking for bigger and better things for him in the automotive field.

This young fellow is getting his instruction from the employer and finally is put on his own.

This morning someone said, "What about the young ladies?" Well we do train young ladies, even though we may not have all of the shop setups at the school, which Mr. Becker pointed out this morning. Firms like Uniflex and places like this plant that manufacture baseboard radiators, employ young ladies. They have moved them through their packing department from place to place. Later the girls go into assembly work using a neumatic nutrunner, as you see here. This young lady not only handles the automatic stapling machine but also does some assembly work, -- here as you can see she is inserting a sheetmetal screw in one of the sheetmetal housings. This fellow is on an automatic setup, this is a conveyorized operation where heaters are packaged in cartons and the cartons rolled down on the conveyer, one behind the other. The student continually kicks that automatic stapler and moves the packages on to skids as you see in the background. Loading a skid is a skill itself so that when the fork truck moves along to lift up that skid, those packages don't topple over.

At this point, I would like to stop my slide presentation and turn our discussion over to the employers. Ben, I would like to ask

you the first question. Would you please tell us about some of your background in working with the handicapped.

Benjamin Werfel

For many years I employed people who were charges of the Federation of the Handicapped. I don't know if any of you know this, but they place these people in various industrial plants and also have homework where they actually bring the items to the handicapped people and have supervisors check these people as they perform certain jobs. They have in their headquarters a plant setup to do assembly work in the electronic field. I just opened up a plant, and having this experience with handicapped people, was sure that most of the handicapped people want to work. They just need a little, I don't know what you want to call it, just humanness maybe, a little approach that is other than the usual industrial approach of come to work and do your job. I think that is the key to the whole situation. I have employed several in my firm. They like to work, they feel really great getting some remuneration and they are willing to work for it. If you show them what to do they really do it and they do it enthusiastically.

Henry Picarelli

Ben, may I just read a very brief anecdotal written by the

the work-experience counselor, Sy Laskowitz, who writes about Robert. "When asked what kind of work he would like to do, Robert responded -- the harder the better. He is a skillful, tenacious worker who never requires prodding. His finger and manual dexterity is above par for a boy his age." Then Sy writes about another young fellow that was employed; a boy by the name of Brian. Brian is listed here to point out how kind Mr. Werfel has been. 'When I first brought Brian to Mr. Werfel, I told him that I am not quite sure about Brian's ability. Mr. Werfel hired him on a trial basis. We both worked with Brian on his first day, but he just didn't have the finger dexterity to hack it."

I read this to you simply because here is a case where the work-experience counselor from the school is going into industry and developing a relationship with the employers who help us, by employing our students. The employers are really the unsung industrial teachers of our County. Many of us as educators sort of forget what these people out there are doing for us. They are not on our payroll, but we personally make it a practice to make a visit as frequently as possible, to see the many results that take place out there in the work field. What about Robert -- what is he doing today, Sy?

Simon Laskowitz

Robert is one of the boys now attending a regular occupational area center. It's the BOCES facility called County Center. He has been selected because he is competent and now goes to the BOCES area center one-half day, five days per week. He does not have the time to work because the other half day is spent at his special education school. You had another of our boys named Richard. Do you remember about Richard, Ben?

Benjamin Werfel

He was a very good worker, he did what I asked him to do. He would do anything -- sweep the floors, clean the machines and he liked the fact that I gave him a little attention. In fact I was told by the counselor, Bob Dierker, that he never smiled or sung. After the first or second day I put him on the machine and he was singing. When I reported this to Mr. Dierker he was pleasantly surprised and said that was really some advance because he obviously had felt some inner happiness. He was on his own and by the way he liked his paycheck -- I gave him one day overtime on a Saturday and he took home a hundred odd dollars -- I think he was just hitting the sky!

Henry Picarelli

We will get back to you again Ben. I would like to move around the table and call on Mr. Edward Zembruski of Zem Tools. Ed, I would like to turn this over to you and ask how you feel about some of these kids you have worked with, even the rough ones, Ed.

Edward Zembruski

Well, I feel that, as I have said many many times, there is a humanistic feeling; but it is also tempered highly by economics. We want to do a lot of things but if it won't cut the mustard, it doesn't pay for itself. You go into a program like this because you feel that someone should help these people. We know that in our particular field we could use people for many jobs which require concentration, that to the so-called normal working person is a monotonous crummy machine shop job. The 27 boys that were in the program at the time Mr. Laskowitz was with us were under constant supervision. I sort of feel these were hand picked students. I don't think they were the run of the mill kind. You put them on a job -- lets say drilling holes and they did great. You might normally do four different operations at one time, for them you might have to break it down to two or whatever they can carry mentally. They never get tired of it because they feel they are accomplishing

something. When it comes to supervision I believe that when a worker does something right he should get credit; if he does something wrong he finds out pretty quick from me because I think one is as important as the other. If he doesn't learn this early he might spend two or three years training in school, get out into the field and then when the foreman balls him out, go right off the deep end. So we believe in complementing him if he does it well and telling him if he doesn't. So far, this is my third year employing your students -- it has worked out great.

Henry Picarelli

Thanks Ed. May I ask you one more question while I have the opportunity. How did you feel about being able to work with a school representative in the plant where he spent all his time in working with the kids as opposed to the counselor who comes to visit you -- say once a month?

Edward Zembruski

When the children that have emotional or learning problems or are retarded, it is very important to have someone in the plant. I think its important because you place these children into an environment where not everyone understands them or treats them kindly. Some workers take advantage of these kids and they think it is funny

to play jokes on them. When there is a teacher in the plant, like Sy, the workers suddenly become gentlemen because they do not know what authority he has. Not only does it take an in-house counselor, but you have to have an orientation program for your own employees as well. Without it, it is very difficult to run the operation.

Henry Picarelli

Thanks Mr. Zembruski. Now I would like to hear from Bill Kroemer. Bill, why not start by telling us something about Dennis. How did you first employ Dennis and how much time did you spend with him before Dennis began to show some production?

William Kroemer

I guess you could see that the boy you saw in the picture, is a pretty big boy. He weighs something like 250 pounds. When he came to us the first day, he came in and acted like a nice meek, mild young fellow and I said we ought to give him a try. After a couple of days of work, however, he was nicknamed "Pockets" by my whole crew. All he would do is stand with his hands in his pockets. My dad would walk in and say -- Gee, there is "Pockets" standing over there. Haven't you got something for him to do today? -- This is the way this thing would go on. Well, we finally got to the point with "Pockets" where we had to do something. We could not let him

keep walking around that way. The change in Dennis came about in a real strange way. We do a considerable amount of business with the City of New York and they have a regulation that a man had to make at least $2.50 an hour to be able to do any work on their equipment. We had gotten in six tractors to paint and I did not let Dennis work on them. He came to me a little beside himself. He was unhappy and he thought I was mad at him. I told Den -- it wasn't that, he wasn't making enough money an hour to do the painting. Until you start showing me that I can do something with you besides chase you around with your hands in your pockets all day long, we can't let you do that job. -- Well, I would say about two days later, all of a sudden, I started to notice there was only one hand in the pocket -- he was working a little. So finally, about six months later I told Den that we had another big City bid coming up. At that time he was making $2.00 an hour. I called him in and said Den -- you seem to be doing a better job now -- I am going to take you up to $2.50 an hour. -- Denny almost fell through the floor. I told Den, -- now I want to see what you can really do. Well, there isn't a man in my shop that painted those tractors any better than that boy did and from that day on we caught his interest. That piece of equipment you see him working on is an $11,000.00 unit. I have absolutely no fear at this

point of letting that boy go out there to fix the engine, repair the reels or whatever is necessary. This is the way he came around.

Henry Picarelli

That is a kind of story I think we would all like to tell about all our kids. Unfortunately,that is not always the case,but the one point here is, that you kept on trying.

William Kroemer

One other point, Hank. This bears out what Ben and Ed said. It is important that the employer work with the school counselor or with someone from the school. There were many days when I would have given up on Denny. His counselor would come in and say -- well, lets see what we can do to change it around a bit -- then we would go on for another couple of weeks. I really think it was the working together that saved Denny as an employee.

Henry Picarelli

Thanks again, Bill. Mr. Kuras, another employer is with us today. Can you tell us about your experiences with the counselors and some of the boys you have had.

Victor Kuras

Well, so far I feel that I don't belong on this panel. All of these glowing experiences you describe don't fit me at all. As a

matter of fact, when I left the plant this afternoon, the most recent addition from the BOCES special education school broke a step drill which was just specially ground. Do you know what it means to break a step drill? Here I was ready to go and of course the foreman is exasperated because of a broken drill. In our business we make precision gears -- we work with very close tolerance. I have to be very careful about what kind of job this kind of kid is assigned to. I thought he could drill holes with a step drill -- but he broke it -- so I left the foreman confronted with what to do with the kid next. You know he just can't take another step drill out of the tool kit -- there are none. That is a specific example. Over the last two years we have had about 12 students. I don't remember the names but I remember isolated highlights of disasters and I am always worried about the possibility that something is happening that I don't know about. I remember the very first experience when employing a special education student. Suddenly, I couldn't find him in the plant and thought he may have left and was wondering around some place. I found him sweeping the stockroom -- he was not supposed to be sweeping the stockroom. I asked him why and he said it was dirty. That was a logical answer, but I had to explain to him that he had to learn to perform the task assigned. In general my experience has

been bad, but I haven't given up because I expect there might be some new approach, some change in approach that I can learn. I haven't had this service you people describe. I haven't had personal attention by a counselor. I did not know why, but I have not had it.

Henry Picarelli

I guess you need a better work-experience counselor to work with Vic. We will have to see who has been letting you down. Thanks for your honest comments. At this point I would like to introduce Bill Speer of A & S Department Stores. Bill -- you are at a slight disadvantage because I understand that Eleanor Johnson, the Personnel Manager, had more contact with our youngsters than you have had. I am sure, however, that you know about some success stories.

William Speer

I can speak for the three girls we have now. As you know A & S is a retail department store. I guess we are the only one in our chain who have hired your girls. Three girls work in our receiving room. They take merchandise as it comes in, unpack it, hang it on plastic hangers and put price tags on. Part of the receiving process is to make up these price tags. When we tried the girls on that -- they did not work out too well. They were good at

packing and unpacking and pinning on price tickets. They have a very unpleasant chore to do sometimes which is sorting hangers. At the end of each day you get millions of these plastic hangers coming back into the receiving room from the sales floor. The girls have to sort them out by size and rack them neatly. They don't exactly love it, but they do it, and they do it willingly and well. Most of the time they need supervision. We find if we switch from one color dress to another color they must be shown specifically the new price that goes on that garment. We did try one of the girls in a clerical capacity for several weeks. She did fine but she missed being with the other girls. She wanted to go back to the more mechanical job so we switched her back and she is very happy.

Clarence Becker

I might be able to add a little to that. Mr. Laskowitz and myself worked with Mrs. Johnson in the beginnings and the program did begin with six young ladies. Currently, we are holding with three and I personally want to take the opportunity to not only thank you, Mr. Speer, but everyone for their assistance. A & S was a big opportunity for our girls -- We had a discussion this morning about doing things for our young ladies and your firm is demonstrating it for us.

Henry Picarelli

I would like to read a very brief anecdotal written by Sy Laskowitz on a girl that you might be familiar with, Bill. Gail is a tall attractive young lady who sweated and trembled at the thought of leaving the sheltered existence of the Beechwood Special Education school to work in the strange labyrinth of A & S, Hempstead. It took the assurance of her three co-workers, and the personal delivery service of her counselor just to get her down to the personnel office to fill out an application. Her mother had to drive her to and from work for the first few months. Now she has the confidence to travel by bus alone. Gail was transferred to the Career Development Center in September and since she is a full time student there, continues to work for A & S three days a week through a co-op program. She says that she would like to become a regular employee when her school days are over.

At this time I would like to take the opportunity to introduce the only lady on our panel, Ceclia Weinschenk of the New York State Employment Service Agency. I think Ceclia, at this point, it would be proper for you to tell us how you might approach an employer for the first time, in order to encourage this employer to hire the handicapped people and what kind of reaction you normally get from

them.

Ceclia Weinschenk

We really do not have a set pattern -- it depends upon the youngster -- it also depends on the employer. Naturally I try to sell all the good points first to get the employer interested. If the person comes out of school socially aware and relates well to others, I have a good chance to place them. I know that when she goes into a job interview she will talk very nicely and the employer knows ahead of time that she is capable. She has been told to dress well, she is quiet, she is all the things an employer such as A & S might like. I have another youngster I have placed successfully who works in a very exclusive dress shop. She is a very pretty girl -- red hair, blue eyes, beautiful skin and she relates well to people and her employer. No one knows she is retarded.

Henry Picarelli

Thanks Ceclia. At this point I would like to give you a pictorial history of one of our youngsters; it is the way we would like to see all our students progress. When something like this comes along, believe me, we feel it is all worthwhile. The fellow I want to talk about is a fellow with red hair -- we will call him Grady. Grady attends the Beechwood School. During the summer he enrolled

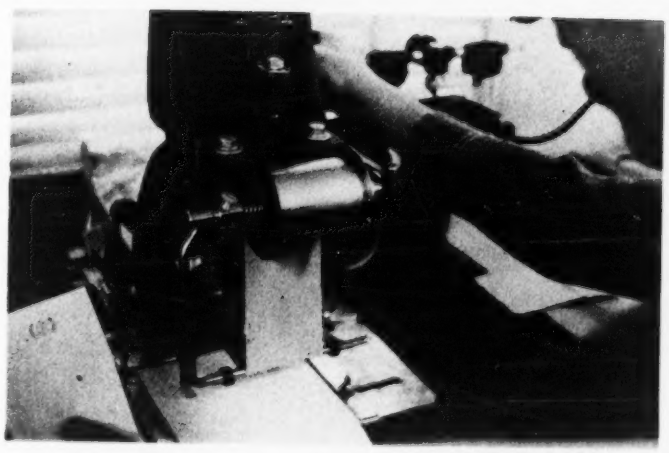
in our special Driver Education course. He did so well in the course that he obtained his drivers license. With this drivers license Grady started to work after school. The first job that his work-experience counselor got him was in T.V. repair. He drove his car to the job. Through the work-experience counselor's help and all of the other staff members at that school it was decided that this boy could make it in the regular occupational educational training center. He then attended the Beechwood special education school half a day and the occupational center for the other half day. His work-experience counselor helped him maintain his part time job as well. Here he is shown working at the Hicksville plant. Now you are going to see Grady in a whole series of operations. He is at the plant winding or laying out the wires for winding coils. Here he is cutting the wire to size after coiling it and preparing the ends for dipping in the solder pot. Now you can see the finished coil on the bench. Grady has learned to set up these operations by himself -- doing the entire job -- even to the point of checking the assembly. The funny thing is that shortly after we got through taking this series of slides we learned from Sy that Grady quit this job. When we asked him why he quit he said, -- I go to a special education school in the morning -- I go to an occupational school in the afternoon and I have to rush to the

job. Now, I really want to concentrate on my education. He has gotten a lot of confidence in himself and with this confidence he is going on to bigger and better things.

Clarence Becker

Thanks Pic. I would like to thank, most sincerely, all of you who spoke during this session. We will now join you and rotate from table to table while we talk over this afternoons presentation. Each panel member will spend about 10 minutes per table. We will close this session after approximately three-quarters of an hour which has been reserved for your personal questioning of the panel.

SESSION III
GUIDED TOUR OF BASIC MODIFIED
SECONDARY OCCUPATIONAL PROGRAMS
AGES 15 AND UP
CAREER DEVELOPMENT CENTER
Thursday, October 7, 1971



Thursday - Session III

GUIDED TOUR OF BASIC MODIFIED SECONDARY OCCUPATIONAL PROGRAMS - AGES 15 & UP - CAREER DEVELOPMENT CENTER

For Readers Information

The last session of the Special Study Institute was convened on the campus of Career Development Center, the secondary school for the emotionally disturbed. Career Development Center conducts a comprehensive program of special education which includes specialized occupational education programming in 18 shops clustered in the following broad occupational fields.

Cluster I
- Auto Services
- Auto Body
- Small Engine Repair

Cluster II
- Building Mechanics
- Trade Electricity
- Carpentry

Cluster III
- Distributive Occupations
- Health Services
- Office Occupations

Cluster IV
- Floral Design
- Horticulture
- Horticulture Maintenance & Equipment Repair
- Animal Care

Cluster V
- Machining Operations
- Packaging Occupations
- Electronics (Industrial Occupations)

Cluster VI
Food Service
Food Trades
Clothing Services
Cluster VII
Workshop Preparation for Life Adjustment

The conference participants were divided into small groups and taken on a guided tour. School was in session and all activities, ranging from academic classroom instruction through occupational education instruction were viewed. Conferees had the opportunity to talk with students and teachers. The tour was followed by a group discussion with Mr. Irving Goldberg, Principal of Career Development Center acting as moderator.

Moderator - Irving Goldberg

I hope that we can share some thoughts with you and discuss some of the experiences you have had today while on tour. I think you know everybody up here. Mr. Smith, who was not one of your tour leaders, is a psychologist on our staff and will handle any questions you raise along that line. Mr. Kinzler you did meet as a tour leader. He is a curriculum coordinator and can handle any questions in that area. Mrs. Kapatkin, of course, will talk about the ongoing administrative problems from the teaching level itself. Tom Feniger, of course, is prepared to discuss the teacher implications in terms of the direction in which we are moving. Art Goodman, who took a

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group around can cover any aspect relative to guidance counseling. Mr. Dierker and Mr. Schlauch will answer any questions related to what we consider one of the basic concepts we are expanding -- namely, student work-experience. It is always the most difficult thing to get the first olive out of the bottle -- after we get the first question, things will begin to flow freely.

Audience

I have a question with reference to our own operation which is going in this direction. This program as I said to Dr. Colella and Dr. Feniger is too ideal and I can't get the picture clear in my mind. Are you giving kids work-experience and occupational education to get a job? -- or are you giving them experiences for their own enjoyment. I can't get it focused in my own mind.

Irving Goldberg

As you know, you probably have put your finger on the basic problem of running an operation such as this. Not only from any own point of view -- in the field, but up in administration too. Because what we will be striving to do, -- and we really don't have all the answers, is weave together all of the strands which will assist us in what should be our fundamental purpose. That is to salvage as much of the human resource that the handicapped population on this campus

represent. This in effect means that we must have a multiplicity of approaches. We have to think of where are our kids going and where should they be going. There should be some possibility for them to leave and go back to district. There should be some possibility for possibly a larger segment of them to leave here and go on for further, more intensified occupational training. This kind of occupational experiences they have here should not be all to end all. They are representation of entry level skills and other things as well. For example, they are the vehicle through which we are attempting to assist the youngster to develop a better self-image, and a more adequate self-concept so as to be able to work with others on his own level. By the time a youngster achieves the ability to work well with others we should be thinking of moving him out of here for more occupational education training. We must develop mobility, this school cannot be an area of containment. We have to move them forward. There comes a time when if they are here too long, we are damaging them because they have not seen some movement. We trust that it is upward mobility that we are discussing.

Thomas Feniger

I just want to say -- in responding that, we are not raising something that isn't a problem in any situation. I can compare this

in the academic educational sense within special education. Forget occupational involvement for a moment. Here is a teacher who comes in and says shall I teach reading? Then we say what is the purpose? It is to develop the skill in reading; is it to make the student feel more adequate? -- is it adjustment? I think the question you are raising is an important one, but I feel that it is something that anyone working in special education is struggling with. We are always trying to decide when does content assume the first importance-- when is the adjustment most important and how much is the skill going to effect the self and visa versa. We just see it in a larger sense here because we are not talking about academic skills adjustment -- we are talking about occupational adjustment as well. It is just another mix added, but some how the same problem occurs in deciding what to do with a youngster. We have some youngsters who, if they could develop some better skills, would be better adjusted. There are others who we might say that if you approached it this way you might fail. Maybe they go together, maybe we don't know which comes first, maybe you can't separate them at all. I think this is a pretty philosophical question which requires quite a bit of thinking.

Audience

Are you involved in any research relating to these questions;

do you have any studies going on?

Henry Colella

I will say this -- it is very difficult, especially in years of cutback financially by the Federal government and the State Education Department. We have in the past two years set aside a small amount of money for research. We have on our staff, three doctoral interns from universities in the area of research, and the availability of a staff of researchers from our Research & Development Division that cooperate with us on a number of ongoing studies. Dr. Herb Rusalen who I am sure many of you know as one of the authorities in the field, is now actively interested in affiliating with the Nassau BOCES to do a fullow-up study of what happens to kids when they leave this setting as compared to what kinds of things happen to them while they are here. The study may well take place this coming year because we are not in the talking stage of developing this affiliation.

Thomas Feniger

Actually, we have two things going on that are really foundation works. Number one, we are committed this year to developing a data bank which will not only involve the youngsters from this school but from all other programs as well. This will be designed to provide

us with some kind of easily readible baseline information. There has been a tremendous amount of work involved. We have also started something which we hope will blossom and are calling operation Focus. We are trying to get the whole staff to focus in on the key problems of the student. What is the thing that the youngster is really suffering with? What is keeping him in a special school and preventing him from doing something else. Once we have that we will be able to start to look at whether what we are doing is having an impact on these problems. If the problem is more specified, then in our treatment of the youngster, in which ever direction we go, are we doing something for that problem. We are really at the ground level, I think, on those kinds of questions.

Audience

Will you discuss how you handle the acting out child?

Irving Goldberg

I think this should become a more generalized question for all of us. What happens when the impulse oriented young fellow gets to moving? How is that? What can be done about the young male, 16 years of age, big and well developed, that starts becoming disruptive? From my own point of view -- let me tell you I would hope that before he gets to the point where he is wild and tearing things up,

that a senitive sympathic person in the classroom has become involved. That is where the action is -- and that is where the good can come from. It is essential that the therapy comes from the classroom. Somewhere along the line the vibs should be getting out to the teacher and preventive action should be started. I think distraction is a very important element. Take the heat out of the situation if it can be done there. Move the disruptive individual out in a constructive way, not by isolating him through punishment. Move them away from the thing -- get them out from under because basicly the socially malijusted child is really exhibiting deep feelings of inadequacy. Its helpful if the student has been conditioned to move away from the situation and move towards some security thing. Each of us can be a security blanket for one or another of these kids. Whether he goes to a social worker, to a psychologist, or to a guidance person or a teacher is not important. The fact that he can move to someone else is the issue.

Henry Colella

It is also very important to keep in mind the fact that you can't allow isolationism to take place in the classroom with a teacher. The teacher must know that she is not all alone, without resource or support. At this setting we have four full time psychologists --

four full time social workers -- a psychiatrist and a myriad of other personnel including crisis teachers who have a non-teaching assignment. They are available to backup and support the individual teacher. I think this is a very critical dimension.

Irving Goldberg

What we have to do is build up our ability to avoid confrontation. The ability to recognize the building up to it and how to modify it. I would like to ask Mrs. Kapatkin to talk a little on this subject, the analysis of that thing what happens right out there in the classroom.

Selma Kapatkin

As a teacher, being sensitive as we all are, we can feel when a child comes in off a bus in the morning that he is upset. As Mr. Goldberg said you don't wait for the child to blow, you do something about it beforehand. How are you? -- How are you feeling? -- or -- What happened this morning? -- are good questions. Very often the child has a confrontation with someone or was late in getting up and mother yelled at him. Very nervous children can't cope with confrontation with the family and they come to school angry. They are looking for someone to vent there anger on. Before it happens, however, before they take something and throw it, the sensitive

teacher is going to deal with the potential problem. Perhaps something else is going on in the classroom and she feels that there is someone in the unit that has greater pull with the child. Maybe there is a psychologist and social worker in the unit along with the lead teacher and the teacher aide who can help. Very often the teacher aide is the one who has a good rapport with the child because she is the one who deals with him during lunch period and all the kids love to eat. She might be the one who can give him something extra right now. Since we have these resource people here, we try to prevent disruption. The preventative method I feel is much better than trying to deal with something that has happened.

Audience

I really agree with what you are saying and you have such a unique setting where you are combining two areas of education into one. How did you pick the appropriate teachers to be housed here? How did you get the occupational education and special education teachers who have been apart for years to work together right next to each other and with each other.

Henry Colella

Let me say this -- This BOCES inherited this school from a predecessor agency. It was a program they had been operating for

many years. At that time they had operating a program called Service Occupations School -- consequently, we inherited a lot of staff. I am going to be honest with you. When we came in we found everybody and anybody in various positions. We were faced with an immence problem regarding staffing. Regardless of what leadership you have, nothing goes unless you have quality in staff. Consequently, over a period of time we have had to weed out and replace in a very selective process and also develop very, very strong accountability and supervision of staff. The key role of the principal is a matter of supervision. He is the instructional leader of the school and we have employed one of the best people in this field. In the past two to three years we have turned the program completely around, and have an extensive program of staff development.

Clarence Becker

Just a little bit about the occupational education staff. When we were looking towards hiring new people we used a system of joint review if you will. The prospective teacher is interviewed by both division representatives so that occupational education and special education administration could jointly comment on the potential candidate. In many instances we brought the person on staff as a substitute for a while before actually going into a hiring process.

Not only did we feel that we had the right person initially, but we gave ourselves a little time to evaluate that decision. I think this joint interviewing technique and a blending of opinion has helped a lot.

Irving Goldberg

I am going to hold up this little object because sometimes one picture is better than a thousand words. What I want to focus on is the top of this pencil. All I am trying to say is that there is a reason why they have an eraser on a pencil, it is because sometimes mistakes are made. We have to say right out that we are not totally satisfied with everyone that is here but this is a realistic problem. It is an ongoing problem, staff development is the answer and our approach.

Thomas Feniger

I want to respond by first of all saying -- We also have people here that we were always very satisfied with. We inherited some excellent people who blended very well.

I want to comment on the previous question regarding the disruptive child because it seems anywhere where there is a conference somebody brings this up. How do you handle the socially maladjusted? What do you do when the kid acts out? Everybody starts talking about what they do, but the thing that really never comes up, is the only answer -- What is his Problem? If we don't know what the

problem is, there is nothing we can do to help. Our techniques can make no sense if we don't first understand his problem. The first thing we have to keep in mind is that we expect children to act up -- that's obvious. The fact that the child acts up does not immediately trigger us to say that we must now take action. Our real concern is why is this child acting up. The closer we can come to pinning this down, the better chance we have to do something about it. If it is a youngster who acts up in situations where he can't handle the class work, he may try a smoke screen like his toughness. You know -- see me for being tough not for being dumb. If we know this is the case, we can begin to work positively. We can develop simulated situations which we feel have a lot of merit. For example -- the teacher saying to youngsters I am going to give you something you can't do -- its frustrating -- let's see how everybody reacts to it. Work with this so that three weeks later you can say remember we had a whole lesson on this. There are all kinds of techniques but it all boils down to finding out what is making him act out.

Audience

What about your extra curricula activities -- social, athletic and intellectual?

Thomas Feniger

We do attempt to normalize the setting. We have a basketball team here, and last year the youngsters played many of the high schools in the area. We have a music and physical education program as well. Our students are involved in club activities, art contests, etc.

Audience

Is there any system like a report card or home report?

Irving Goldberg

There has been such a system. My comments are that we will be making many revisions in the system. We did establish some elements of new design for the administrative practices in the school. Right now I am asking and having something better developed.

Thomas Feniger

May I respond to that question. You know that we do send reports to districts. We do communicate with local districts both verbally and in writing. When I first came here there was a report card sent home for the youngster. It looked very much like everybody's report card and you checked off -- good, fair, indifferent or whatever. We were disturbed about this because it didn't reflect the program. Then we tried a different type and said we have to have something that the kids will understand. There is more to it than

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just sending it home to the parent for the parent to respond to. We tried a little more open ended approach by asking the teacher to indicate the objectives they had worked on. Then submit an evaluation -- that both student and teacher would develop in terms of how well the student did. This turned out to be somewhat vague. Apparently we missed the point again. We are really looking for another alternative again. We want some kind of system we can use for districts which will say this is what we have done. We want something that will reflect what is going on in the program. Something that the youngster will find meaningful, that the teacher can participate in, and that the parent can understand. I think we are at the point now where we are tearing up last years and taking another crack at it. If somebody has a system I wish they would call us up.

Clarence Becker

Disappointedly I am going to have to close this discussion, knowing full well that a number of you have additional questions. As you can see lunch is ready and may I point out to you that all the staff members who have participated this morning are available after lunch and I am sure those of you with additional questions will be able to seek out the answers from one of our panelists. As you know this is the last of the sessions relating to this Special Study

Institute and may I extend to you in closing our continued availability as you return to your respective districts and hopefully involve yourselves in further program design for the emotionally disturbed.

On behalf of the Division for Handicapped Children, Section for Emotionally Disturbed Children and the Division of Occupational Education Supervision of the State Education Department and the Board of Cooperative Educational Services I officially adjourn this Special Study Institute.

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EVALUATION

All conferees were provided with an evaluation form at the termination of the conference. A review of comments clearly defined the Special Study Institute as outstanding with reference to its format and purpose.

The feeling that programming in the Metropolitan area was far more vast than that of most Upstate communities, was enunciated by a large number of responses. In capsule form the following was reflected: "Because of the numbers served you can mass your collective resources and be effective -- what about the small community with only few in number considered emotionally disturbed?"

Of special note were the comments referring to free discussion. The conference was physically arranged with this in mind as exemplified by audience seating. In this instance groups of eight were seated at round tables for each session providing a natural setting for interfacing and the exchange of ideas.

In the evaluation narrative, a number of comments referred to follow-up information as related to the effectiveness of programming and suggested that this be ongoing.

The writer, in closing this evaluation, has included the highlights of the student end-of-the-year report for school year 1971-72,

which was compiled nearly one year after the Special Study Institute was convened.

CAREER DEVELOPMENT CENTER - BOCES

Disposition of Secondary Students Classified Emotionally Disturbed at time of acceptance

Returned to sending School District for re-entry into regular programming	24
Placed in full time employment situation in in competitive industry	31
Part time work-experience in preparation for full time placement during summer	22
Referred to other agencies for additional training	66
Enrolled in split program*1	11
Total	154*2

*1 Students in this format spend one-half day in Career Development Center Special Education programming and one-half day in a regular Occupational Area Center designed for typical secondary students.

*2 An additional 187 students were in the program for school year 1971-72 and are projected to continue for school year 1972-73.

SUMMARY

This Special Study Institute was attended by over 60 participants who represented over 40 educational or other interested agencies. Throughout the program reference to the continuum of educational programming, its flexibility, the variety of educational options, the multiple number of educational settings and large size of student population was made time and again. With regard to the references it should be noted that occupational education is part of the total comprehensive program of special education and has been developed in accordance with the following pattern:

1. Occupational Awareness Laboratories - Experiences at this level are designed for students 5-10 years of age. They are broadly representative of the world-of-work in terms of activity, understanding and appreciation. The activities conducted are planned to develop awareness of the working community in terms of its products, dignity and importance in our society. The shop itself is but a physical setting where children can become involved in learning and relating while engaged in project oriented activity. They learn about concrete being used for the construction of buildings and roads as they mix sand, water and cement to pour in wooden molds they

made in the form of concrete planters. They learn about roles of the industrial worker as they simulate the industrial concept of mass production while constructing a project designed with an assembly line approach. They learn about the world-of-work of the veterinarian, the nurse, and the doctor through field trips, guest speakers and other joint activity as developed by occupationally oriented and special education staff working together in an expanding program of awareness.

The younger students generally participate in the Occupational Awareness Shop program one-half to one hour per week. As they grow towards ten years of age they may be involved in shop activity for as much as three quarters of an hour per day, four or five days per week. The other portion of each day is spent with concentration in a variety of experiences found most often in modern settings designed to provide special education. By the time students have grown from age 5 to 10 they will have rotated through a number of areas of experience in several different laboratories as part of their overall program of specialized education.

2. Preoccupational Exploration Experiences - These shops are designed to provide exploratory experiences in broad based occupational areas. Typical shops which can be viewed in units

serving the intermediate or middle school population include Health Services, Food Trades, Management and Sales, Industrial Electricity, Office Occupations, Horticulture and so on.

During the span of time (ages 10 to 15) students are rotated through all shops, then recycled through the ones where best performance was noted. They are finally given six months in each of two shops in which the greatest potential and interest was observed. Over this period of time each student spends from three quarters of an hour two days per week to one and one-half hours per day, four to five days per week in shop class, dependent upon age, interest and ability. The other portion of his school day is spent in a variety of experiences in a highly developed format of specialized general or academic education. In actual practice, there is no real there is no real separation of occupational and special education. The total program regardless of curriculum focus is specially designed for the particular group served with major emphasis on individualizing instruction.

Occupational interest and ability information is reported and student files are ongoing. Documentation referring to interest, ability, disability, adjustment, and functional achievement are recorded in an effort to aid the student in selection of in-depth

training at the secondary level.

3. Secondary Level - Occupational Education Opportunity - It is at this point when students range in ages 15 to 21 that a variety of options come into focus. Naturally, not all students are involved in occupational education as part of a secondary format. Experience to date shows that some elect a more concentrated sequence of academic pursuit, while others not capable of natural employment and/or independent living are provided with a strong program with heavy emphasis on personal adjustment. For those who do continue in occupational education, the following options are available.

a. Specialized Occupational Education at Career Development Center. In this instance enrollees generally spend 50% of their school day in an occupational shop setting and the other portion of the day in a variety of learning situations geared to adjust and better prepare them for independent living. The shops, while focusing on occupational skill development, naturally provide a means and address themselves to the social, theraputic, and behavioral modification values that can be developed while students are engaged in learning the skill that will aid them as adult workers and citizens in the future.

This type of program is for the student who is not yet ready

to "mix" with others in an intensified occupational program or working situation with "normal" or "regular" students. The occupational programs are not of the same nature or level as those conducted for average high school students in the County as served by BOCES in its five Occupational Education Area Centers.

b. Split Programming - In this case the student attends a BOCES special education school one-half day for five days per week receiving specialized education. For the other portion of his day (two and one-half hours, five days per week) he attends a nearby occupational area center designed for "regular" students. In this instance he is no longer considered handicapped. No special conditions exist for him as he participates in a class of intensified occupational education for 20 other students. A natural outgrowth of this option is one of having the student finally returned to his home school district as a normal functioning student.

c. Work-Experience - This opportunity is available to any special education student over 16 years of age. Participation naturally depends on his degree of readiness from the standpoint of his personal adjustment and occupational skill performance level.

Students participating in work-experience are employed from one to four days per week in natural industrial settings dependent

on the level of readiness and the conditions of employment. Each student is employed at no less than the prevailing New York State minimum wage and is supervised by work-experience counseling personnel. The program is considered a capstone or bridging experience, effecting a transitional from school to the world-of-work and independence.

Currently Nassau BOCES maintains nearly 50 occupational laboratory shop facilities housed in the several special education schools. These provide, as an integral part of a comprehensive special education design, Occupational Awareness, Preoccupational Exploration and Secondary Level training for enrollees ages 5-21.

In addition, the five Occupational Area Centers designed for the secondary high school population and available to any student in the County, provides occupational training for those handicapped students who can benefit from participation in a normal environment.

During school year 1971-72, Nassau BOCES provided as part of an intregal program of special education, occupational experiences for the majority of over 2300 enrollees. These enrollees were primarily made up of emotionally disturbed, trainable mentally retarded and those considered learning disabled.

Plans are currently underway in terms of providing viable

occupational experience for the visually impaired, hard of hearing and cerebral palsy students currently served by this BOCES. Thought by many to be an extraordinary overall program, Nassau BOCES feels that it is just beginning to meet the needs of those generally considered less capable -- and far too often -- left out.

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